

DOCUMENT RESUME

ED 246 952

JC 840 424

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TITLE A Pilot Program to Recruit, Orient, and Use Classroom Volunteers to Assist ABE/ESL Faculty.
INSTITUTION Olympic Coll., Bremerton, Wash.
SPONS AGENCY Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE 84
NOTE 32p.; For related documents, see JC 840 425-427.
AVAILABLE FROM ABE/310 Materials, Learning Center, Highline Community College, Midway, WA 98032 (free while supplies last).
PUB TYPE Reports - Descriptive (141) -- Reports - Evaluative/Feasibility (142)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; Community Colleges; *English (Second Language); Program Descriptions; Program Evaluation; Teacher Attitudes; *Teaching Assistants; *Tutorial Programs; Tutors; Two Year Colleges; Volunteers; *Volunteer Training

ABSTRACT

The pilot project described and evaluated in this report was conducted at Olympic College to test the assignment of volunteer classroom assistants under the supervision of Adult Basic Education (ABE) and English as a Second Language (ESL) instructors to help individualize classroom instruction. Section I introduces the project, the college and its surrounding area, the problems associated with the high demand for ABE and ESL instruction, the purposes of the project, the number and types of students to be served, and the products to be developed (i.e., handbooks for volunteer tutors, volunteer tutor coordinators, and ABE/ESL faculty). Sections II and III examine the procedures and results of the project, focusing on a needs assessment of instructional staff and their attitudes toward the project; volunteer recruitment and employment; volunteer tutor orientation; and the development of the three handbooks. In section IV, the pilot project is evaluated in terms of its seven stated objectives and instructors' comments on the project, indicating that all goals had been met and that the instructors were unanimous in their support of the program's continuation. Section IV also includes a discussion of the major strengths of the project, citing the importance of faculty input into the project design, the critical role played by the Project Coordinator, and the value of the handbooks. Section V provides a summary and recommendations for institutions considering similar programs. Questionnaires and evaluation instruments are appended. (AYC)

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ED246952

SPECIAL EXPERIMENTAL DEMONSTRATION PROJECT-ADULT EDUCATION
Public Law 91-230, as amended, Section 310 (1)(A) and (B)-
November 1978

FISCAL YEAR 1984

A PILOT PROGRAM TO RECRUIT, ORIENT, AND USE
CLASSROOM VOLUNTEERS TO ASSIST ABE/ESL FACULTY

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This project developed a plan for recruitment of volunteer tutors to aid in individualizing instruction in English as a Second Language and Adult Basic Education, planned an orientation program for volunteers, developed staff guidelines for coordinating the volunteer program and supervising volunteers, and prepared handbooks for volunteer tutors, instructors, and a Coordinator of Volunteers. The project enabled Olympic College to incorporate volunteer tutors into its ABE/ESL instructional program and provides examples to other ABE/ESL programs.

JC 840 424

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A PILOT PROJECT TO RECRUIT, ORIENT, AND USE CLASSROOM VOLUNTEERS TO ASSIST ABE/ESL FACULTY

I. INTRODUCTION

Background

Olympic College is a public comprehensive community college serving 150,000 people in Kitsap and Mason Counties in Western Washington, an area bounded by Puget Sound and the Olympic Peninsula. Increasingly urban, Kitsap County has a predominantly blue-collar population with one major industry, a U.S. Naval Shipyard, and a submarine base. Mason County is sparsely populated, rural, forestry-dependent, with severe unemployment. Kitsap has many foreign born immigrants, both counties have significant Indian populations, and more than 20 percent of the college district adults are non-high school graduates. Historically, adults enrolled in the college's Adult Basic Education (ABE) and English as a Second Language (ESL) classes have exhibited low functional competencies in reading and mathematics and have been generally low achievers (Simpson, 1984).

The Problem

The high demand for ABE and ESL education results in large groups of students assigned to each instructor. Within classes, students of diverse abilities and skills are often present, e.g., ABE students have skills ranging from illiterate to eighth grade levels, and ESL students range from advanced to beginning in English speaking and writing skills.

Instructors need assistance in classes to enable them to work flexibly and individualize instruction with the diverse students. Low levels of funding preclude hiring more instructors or teaching aides.

Purpose of the Project

This was a pilot program to test the assignment of volunteer classroom assistants under the supervision of ABE and ESL instructors to help individualize classroom instruction. Specific objectives were to:

1. assess specific needs of classroom instructors for volunteer assistance in classrooms.
2. develop methods to recruit volunteer tutors.
3. develop guidelines for working with volunteer tutors for
 - a. a Coordinator of Volunteers
 - b. classroom instructors
4. develop an orientation program for volunteer tutors.
5. develop a handbook for orientation of volunteer tutors.
6. develop a handbook for policy and procedures containing guidelines for administering and coordinating a volunteer tutor program at Olympic College.
7. conduct an initial orientation session for volunteer tutors.

The pilot project was also expected to seed an on-going program upon completion of above activities.

Students to be Served

Numbers and types of students to be served, based on average quarterly enrollments were:

1. Reading Level I (grades 1-4)	<u>45</u>	4. Advanced ESL	<u>20</u>
2. Reading Level II (grades 5-8)	<u>45</u>	5. Functional Mathematics	<u>65</u>
3. Beginning ESL	<u>30</u>	6. Writing/Spelling	<u>45</u>

Volunteer Tutor Use

The initial projection was that a minimum of one tutor per instructor per ABE/ESL class would assist in instructional individualization. They were to work with individuals and small groups of students in-class and in adjacent classrooms.

Products to Be Developed

1. A volunteer tutor's handbook for use at Olympic College and as an exemplary model for other colleges with ABE and community education programs. The handbook was to contain:
 - a. volunteer tutor work roles and job descriptions.
 - b. characteristics of ABE/ESL students.
 - c. suggested teaching techniques and tips for working with instructors.
 - d. college policies, rules and regulations.
2. A volunteer tutor coordinator handbook for use by a college volunteer coordinator and as an exemplary model for other colleges with ABE and community education programs. It was to contain:
 - a. guidelines for administering a volunteer tutor program.
 - b. volunteer tutor recruiting, orientation, and placement procedures for on- and off-campus programs.
 - c. volunteer tutor recognition activities.
 - d. volunteer tutor program evaluation procedures.
 - e. staff training procedures.
 - f. forms for data-gathering and records-keeping.
3. Guidelines for ABE/ESL faculty on how to work with volunteer tutors and direct their assistance in the classroom were to include:
 - a. philosophy of volunteerism.
 - b. characteristics of volunteers.
 - c. expectations of volunteers.
 - d. effective techniques for working with volunteers.

II. PROCEDURES

The pilot project was developed, implemented, and tested between March 12, 1984 (just prior to the start of the Spring Quarter) and June 30, 1984 (just past the start of the Summer Quarter).

Needs Assessment

An interview questionnaire (appendix) was developed to assess from instructional staff the following:

1. specific current classroom needs for volunteer tutors.
2. perceptions of students' needs that might be filled through volunteer assistance.
3. commitment on the part of instructors for working with volunteers.
4. willingness to assist in orienting volunteer tutors.

Fifteen (twelve assigned and three standby) instructors were interviewed. Responses were summarized and used to develop volunteer recruiting and orientation procedures, a volunteer job description, and three handbooks for the project.

Volunteer Recruiting and Employment

Early in the project it was determined that it would be helpful for subsequent development activities to have input from volunteers already in place. Fifteen community volunteers and student teaching interns from non-ABE/ESL teacher education programs were identified. Each volunteer completed an application for volunteer work, a release form indicating volunteer status, an interview with the Project Director, and attended an initial needs-assessment-based training session. Volunteers were placed with ESL, Functional Reading, and Functional Mathematics instructors for the Spring Quarter. Each was assigned to work in one scheduled class,

though several opted to work with more than one teacher and devote more volunteer time. Early placement proved beneficial, since volunteers in place became a source of information on how to coordinate and train subsequent volunteers.

A plan for continuing recruitment of volunteers was developed. Certain portions of the plan were implemented during the Spring Quarter. These included placing a help-wanted advertisement in daily and weekly newspapers and releasing news items to papers on the program purpose, need for volunteers, and current volunteer activities. Several additional items of promotional material were developed, including posters and leaflets, but not used due to high response from newspaper items. The total recruiting plan was incorporated into the Handbook for Coordinators for continuing use.

Volunteer Tutor Orientation

Volunteers placed during the Spring Quarter were provided with a needs-assessment-based training session at the time of appointment. They were briefed on characteristics of ABE/ESL students, volunteer tutor work roles, suggested teaching techniques for disadvantaged adults, college policies and regulations, and provided with a job description. During the Spring Quarter, the Project Coordinator made frequent supervisory visits to classrooms, questioned volunteers and instructors about program problems and volunteer activities, provided information and suggestions, and observed activities. Information from these visits and from a project F.I.S.T. workshop was used to develop a more formalized volunteer tutor orientation program.

Near the end of the quarter, a formal questionnaire was administered to each volunteer and instructor to determine how tutors had been used and

what additional training might be useful. Responses were used to modify the orientation guide. A final version was developed as an instructor's guide and incorporated into the Handbook for Coordinators. This version was tested with instructors at an in-service-education program near the end of the Spring Quarter and implemented with the Summer Quarter volunteer group.

Volunteer Tutors' Handbook

A Handbook for Volunteers was developed simultaneously with the volunteer orientation program and distributed to Summer Quarter volunteers just prior to the orientation session. Portions of the handbook were used during the orientation session, and volunteers were questioned about the handbook's usefulness.

Handbook for Coordinators

A review of several related documents (Project F.I.S.T. guides and student teaching policy handbooks from various agencies) was conducted to gain suggestions for a policy and procedures handbook for coordinating a volunteer program. Near the end of the Spring Quarter, a Handbook for Coordinators was completed. Input from faculty and volunteer questionnaires was used to refine the handbook, which ultimately contained complete policy and procedures for conducting a volunteer classroom tutor program at Olympic College. At the end of the Spring Quarter, administrative staff at the main campus and Mason County extension center were trained on the contents and provided with copies by the Project Coordinator.

Handbook for Instructors

A handbook for instructors providing guidelines on how to work with volunteer tutors and direct their assistance in the classroom was drafted during the Spring Quarter. Input from volunteers on problems they experienced was used to refine the handbook and a final handbook, Classroom Supervision of Volunteers was produced. Faculty were provided with an orientation session at the end of the Spring Quarter.

III. RESULTS

Needs Assessment

The initial needs assessment (questionnaire, appendix) queried fifteen instructors about four major aspects of the planned project:

1. needs for volunteers.
2. volunteer skills and training needed.
3. potential problems in volunteer use
4. instructor commitment to working with volunteers.

Needs for Classroom Volunteers

All 15 respondents perceived classroom needs which could be filled by volunteers. Two expressed doubt that they would use volunteers, but indicated other instructors would benefit. Major expected uses of volunteers are illustrated in Table 1. Less frequently suggested uses of volunteers included performing clerical duties, aiding in initial student placement and assessment, conducting demonstrations, and helping students build self-confidence and self esteem.

TABLE 1. Expected Work Roles for Classroom Volunteer Tutors

Expected Volunteer Work Role	Percentage of Respondents Suggesting Role
1. Acting as Individual or Small Group Tutor	87%
2. Performing Student Seatwork and Problem Solving Supervision and/or Remediation	73%
3. Augmenting Instructional Individualization	67%
4. Bringing Added Resources to Students/Class	47%

Classroom Volunteer Skills and Training Needed

Instructors were frank in indicating concerns about the "right kind of person" for volunteer work. Consistently among skills and attitudes suggested for volunteers were positive attitudes toward students, an understanding that lack of education is not equated with lack of student intelligence. Instructors repeatedly suggested that volunteers need not be subject matter experts, but should have personal characteristics of "patience, commitment, warmth, enthusiasm, empathy, reliability, flexibility, and compassion."

Potential Problems in Volunteer Use

A moderate number of respondents had concerns about volunteers, including:

1. a possible lack of skills by volunteers and/or not enough training available for them.
2. reliability, turnover, and/or absenteeism.
3. volunteers detracting from teacher/student time.

Commitment to Working with Volunteers

Thirteen of fifteen respondents indicated they wanted volunteers to assist in classrooms. ESL and functional reading instructors were particularly emphatic about the need because of the diversity among their students.

Eighty percent (80%) of respondents indicated willingness to commit one or more hours per quarter to volunteer orientation activities.

Volunteer Recruiting and Employment

At the start of the pilot project, 15 volunteers were available and in place. During the short period when an active attempt was made to

recruit volunteers for continuing employment, 40 additional volunteers contacted the college. As of the date of this report, several calls were being received daily. Of the 40 contacts, nine new volunteers were screened, selected, trained in the second session, and placed in summer classes. These nine, along with six who continued from the Spring Quarter, resulted in 15 volunteers in place during the second quarter of the project (when reduced numbers of students and classes were in session).

Additional volunteers continued to contact the college in response to newspaper items. It was anticipated that those who contacted the college, but were not placed in classes would form a pool from which to draw continuing volunteers as needs arise.

All but one of the volunteers served for at least the initial period of commitment; three continued beyond it; one dropped from the program because of conflict with personal work schedule.

Near the end of the Spring Quarter, teachers and volunteers were surveyed to determine employment results (questionnaires in appendix). Noting that typical class schedules to which volunteers were assigned required five contact hours per week, the average number of hours per week worked by volunteers was 4.30.

Volunteers worked exclusively in ESL, functional reading and functional mathematics classes and performed activities as indicated in Table 2.

TABLE 2. Actual Work Roles for Classroom Volunteer Tutors

Type of Activity Performed by Volunteers	Percentage of Volunteers Performing Activity
1. Coaching/Tutoring Small Groups & Individual Students	91%
2. Supervising Problem Solving, Seatwork, Self-paced and Computer-Assisted Learning Activities	82%
3. Conducting/Practicing Conversational & Speaking Skills with Students	64%
4. Assisting with Student Assessment, Placement, & Evaluation Activities	55%
5. Arranging & Conducting Large Group Sessions on Special Topics (under Instructor Supervision)	45%
6. Preparing/Developing Instructional Materials	45%
7. Issuing/Receiving Materials/Supplies	9%
8. Planning/Conducting Special Activities & Field Trips	9%

Usefulness of Volunteer Services

One hundred percent (100%) of instructors with volunteers indicated that service was useful in all activities to which volunteers were assigned. A few (25%) of instructors indicated that volunteers needed more training for some activities including (1) tutoring reading, supervising problem-solving and self paced lessons, and (2) assisting with student assessment and placement.

When volunteers were questioned on aspects of their service needing improvement, responses indicated desires for the following:

- | | |
|--|------------------|
| 1. work with a greater variety of students and/or subject matter: | 53% of responses |
| 2. more information about teaching methods and/or adult student needs: | 40% of responses |
| 3. more contact with other volunteers: | 27% of responses |
| 4. working with a greater variety of teachers: | 27% of responses |
| 5. more frequent administrative contact: | 27% of responses |
| 6. more information about the college: | 13% of responses |

Handbook Development

Handbooks produced were as follows:

1. Handbook for Volunteer Coordinators (attachment 1) was produced for administrative use in the program. Contents included:
 - a. Plan for volunteer recruiting.
 - b. Instructor guide for volunteer orientation.
 - c. Forms for use in supervision, recordskeeping, and evaluation of the program.
 - d. Suggestions for volunteer recognition activities.
 - e. Policies and procedures for the above as well as for a Coordinator of Volunteers and for staff development.
 - f. Developed mailing lists for volunteer and student recruitment not previously available from the college information office.
2. Handbook for instructors, Classroom Supervision of Volunteers, (attachment 2) was produced to improve instructor supervision of classroom volunteers. Contents included guidelines on supervising volunteers, suggested volunteer work roles, expectations of volunteers, and community volunteerism information.

3. Handbook for Volunteers was produced to orient volunteers to the college and the program. Contents included information on adult disadvantaged students, a job description and suggested duties, information about the college, and tips for working in with ABE/ESL students.

Volunteer Orientation

The final version of the volunteer orientation was conducted at the start of the Summer Quarter by the Project Coordinator. At the conclusion of the orientation a critique of how well the six general objectives were met was accomplished by the volunteers in attendance. Critique results (Table 3) indicated the objectives were met successfully in all cases. Written comments by attendees indicated only a desire for a little more information about teaching ESL.

TABLE 3. Degree to Which Trainees Reported Meeting Objectives of Orientation Session

Orientation Objectives	Percentage of Volunteers Receiving Training Who Achieved Each Level of Ability to Perform Objective of Orientation				
Each Volunteer:	knows well enough to teach others	knows well but couldn't teach	has general idea--can find answers	barely knows--can almost do it	doesn't know at all, can't do
understands nature of functional illiteracy	67%	8%	25%	0	0
understands organization & function of College ABE/ESL programs	67%	17%	8%	0	0
understands needs & motivations of adult learners in ABE/ESL classes	75%	25%	0	0	0
can practice basic approaches to teaching reading	75%	25%	0	0	0
understands basic classroom duties, ethics	75%	17%	8%	0	0
knows college policies & administrative process	50%	33%	17%	0	0

IV. PROJECT EVALUATION

Each of the seven stated project goals was considered to have been met.

GOAL 1: Assess specific needs of classroom instructors for volunteer assistance in the classroom.

Based on final uses of volunteers during the Spring Quarter and on instructor responses to questionnaires this goal was successfully met. Final questionnaire responses indicated that volunteers were all performing duties indicated as needed during the initial assessment. All instructors agreed that volunteer service was useful and 75% agreed that further training was unnecessary. One hundred percent of instructors indicated that they wanted to continue the volunteer program.

GOAL 2: Develop methods to recruit volunteer tutors.

Based on numbers of volunteer contacts and recruits versus actual needs, this goal was met successfully. During the needs assessment phase word of mouth publicity promoted enough volunteers to fill needs during that quarter. Additional volunteers--more than could be placed--were subsequently identified when only a small portion of the recruiting plan was accomplished. It is anticipated that, when Fall Quarter enrollment increases occur, implementation of the remainder of the plan, plus follow-up contacts with non-employed volunteers will result in a sufficiently high number of volunteers to continue the program indefinitely.

GOAL 3: Develop guidelines for working with volunteer tutors for (a) a Coordinator of Volunteers and (b) classroom instructors.

This goal was successfully met by development of a handbook for Volunteer Coordinators (attachment 1), and a handbook for instructors,

Classroom Supervision of Volunteers. The contents of each handbook meet the criteria specified at the start of the project and both handbooks are in use. The Coordinator Handbook, in particular, contains extensive policy guidelines for all aspects of volunteer program coordination and, simultaneously, contains procedures flexible enough to adapt readily as program requirements change.

GOAL 4: Develop an orientation program for volunteer tutors and

GOAL 7. Conduct an initial orientation session for volunteer tutors.

Two orientation sessions were conducted: an initial one, based on needs assessed at the start of the project, and a second one based on a guide developed from survey inputs from volunteers and faculty during the Spring Quarter. Based on (1) instructor satisfaction with volunteers during the Spring Quarter, (2) volunteer critiques of the second orientation session, and (3) placement of the orientation guide in the Coordinators Handbook, these goals were successfully met. The orientation objectives appear to be proper ones, based on instructor satisfaction, and appear to have been met per self-reporting by volunteers.

GOAL 5: Develop a handbook for orientation of volunteer tutors.

A Handbook for Volunteers was developed containing information determined to be needed and desirable during the project initial stages and needs assessment. The handbook was used extensively as support material during the final volunteer orientation. Based on volunteer input concerning the orientation (see goals 4, 7) the contents of the handbooks appear to accomplish the required purposes.

GOAL 6: Develop a handbook for policy and procedures containing guidelines for administering and coordinating a volunteer tutor program at Olympic College.

Referencing evaluation of Goal 3 above, this goal was successfully met.

Instructors' Comments on the Project

Instructors who had assigned volunteers during the Spring Quarter unanimously commented that they wished to continue the program. Survey responses indicated little variation from this theme. When asked why they wished to continue with volunteers, a common report from instructors was that the individual and group help provided by volunteers improved student skills.

Discussion

A major factor in the project success thus far was the initial needs assessment. It was felt at the outset that ultimate success depended on (1) instructor satisfaction with assigned volunteers and (2) volunteer satisfaction with assigned duties. Therefore, a questionnaire was developed to determine exactly what instructors wanted. The questionnaire was administered in personal interview sessions between the Project Coordinator and each faculty member. During each interview, respondents were encouraged to freely express their desires and concerns. Instructors were frank and, as indicated in the results, information beyond the specific questions was elicited. The information--particularly that about volunteer personal attitudes toward ABE/ESL students--became the basis for almost all subsequent development activities. It was felt that, had instructors not been considered, the project would not have succeeded at all.

Alternately, the needs assessment would have been enhanced had an extra discussion session with all faculty present taken place. Such a discussion took place near the end of the Spring Quarter after much project development was accomplished. "Group brainstorming" generated additional ideas for volunteer training and persuaded a previously uncommitted instructor to try volunteer help.

A second strength of the project as accomplished thus far was the employment of a Project Coordinator who functioned in an ex-officio capacity as Coordinator of Volunteers. An average of 10 hours per week was expended by the Coordinator in activities beyond project development: recruiting, screening, interviewing, training, and placing volunteers, preparing, distributing and filing documents involving volunteer placement and assignments, supervising the program through visits to classes for resolving problems, encouraging volunteers, observing activities in classes, and so forth. It was felt that, for continued success in an on-going program one individual must be assigned these activities, either as release time from other duties or from among volunteers themselves. On the negative side, however, no volunteer has "volunteered" to conduct such duties. (It appeared that volunteer recruitment resulted in classroom volunteers--as opposed to administrative volunteers). It is questionable whether the college can find the release time from a current employee, without adverse impact on such employees other duties.

Offsetting the above potential hazard was the development of strong and effective guidelines for coordinating the program. These were published in the Handbook for Coordinators. Availability of specific policies and

procedures in written form for use by current and future staff allows consistency in management of the program, ease and rapidity in training a potential coordinator of volunteers and a degree of coordination--even without the assignment of a specific individual. Though "anybody's job is nobody's job," the fact that all administrative staff are aware of the handbook--and have been trained on the procedures--indicates that the program should continue to some extent.

Finally, instructor satisfaction and, indeed, pleasure with the services thus far performed by volunteers remains a factor almost guaranteed to ensure continuance of the program. The ABE/GED faculty have indicated that student successes have improved and that they want to continue to have volunteers working in classes. Coordinator visits to classrooms have revealed lively, cheerful atmospheres of "busy-ness" in the process of learning. Volunteers, teachers, and students were working on learning--and concentrating on tasks at all times. In most instances, the Coordinator was present for a lengthy period of time before being noticed by anyone. This kind of satisfaction and effectiveness should continue to make the volunteer classroom assistant program work.

V. SUMMARY AND RECOMMENDATIONS

Summary

An implied and stated goal of the pilot program was to seed an on-going program for continued use of volunteers to augment classroom individualization of instruction in ABE and ESL classes. At the present time, volunteers are being used in all functional reading and ESL classes. Instructors are satisfied that the program works, as indicated by their continued and effective use of volunteers to individualize instruction.

Whether the program will continue depends, apparently, on assignment of an individual with time and resources to Coordinate the program. This coordination will require approximately 10 hours per week and will entail visits to classes for supervision and volunteer contact work, work outside the classroom involving volunteer recruiting, employment, and record-keeping, and work involving development of a reward system for volunteers.

Recommendations

Both for the program at Olympic College and for other institutions considering attempting similar programs, the following recommendations are made:

1. Any similar project should begin with needs identified by classroom instructors in a formal needs assessment through both personal interview and group or committee processes.
2. Volunteers should be carefully screened and selected for personal characteristics which would make them compatible with both instructors and adult disadvantaged students.

3. Volunteer training should be relatively short and address only areas which cannot be accomplished in the classroom under the supervision of teachers. What has been noted thus far is that people volunteer for work in the classroom--not for lengthy, and possibly discouraging, training sessions. Volunteers will be directly under the supervision of professionals in the classroom who are quite capable of explaining what must be done.

4. Funds should be sought to provide for a volunteer coordinator as a paid employee. The volunteer coordinator must accomplish such duties as have been previously detailed in this report--supervision of volunteers--and also accomplish such activities as development of a program for volunteer support services, recognition of services, and continued maintenance of volunteer program public visibility for recruiting purposes.

For Olympic College, it is further recommended that:

1. Immediate action be taken to develop volunteer recognition activities as are outlined in the Handbook for Coordinators, including specifically but not limited to planning a social event such as a faculty-volunteer "coffee" at which certificates of appreciation may be awarded.

2. One or two capable instructors be identified and prepared to conduct future volunteer training sessions and make revisions to the training guide as they deem necessary over periods of time as requirements change.

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Appendix

VOLUNTEER PROGRAM QUESTIONNAIRE

Your primary instructional activity at Olympic College is:

GED ESL basic reading
functional mathematics

basic writing/spelling
other:

What activities have volunteers performed for you in the past?

- taught class part of time
- supervised seat/lab work
- clerical work (e.g., test
- grading, materials prep)

☐ gave demonstrations
☐ tutored individuals
☐ tutored small groups
☐ other:

If you ever worked as a volunteer, what did you like least about it?

What is the greatest value in having volunteers available to you or to other teachers?
(Check one in each column).

for self others

- part time teaching help
- individualization help
- tutoring individuals or small groups
- supervising seat work/individual work
- performing clerical work
- increasing resources for students
- other:

What one activity of yours would be augmented by having volunteer workers to help?

What student need would be best served by a volunteer?

What one major characteristic, skill, or attitude should an ABE/ESL volunteer possess?

What one major item of information should a volunteer receive during an ABE/ESL orientation program?

If qualified volunteers were available, I would (check one):

- ☐ want volunteer help in or out of class
- ☐ want 2-4 volunteers to help in or out of class
- ☐ not be sure about use of volunteers
- ☐ other:

What concern do you have about use of volunteers in ABE/ESL programs at Olympic College?

- ☐ volunteer skills
- ☐ volunteer training
- ☐ volunteer turnover rate
- ☐ legal aspects of volunteer work
- ☐ spending too much time with volunteers
- ☐ other:

I would be willing to assist in
an Olympic College ABE/ESL
volunteer orientation program for:

☐ 1 hour per quarter
☐ 2 hours per quarter
☐ 3+ hours per quarter

Name: _____

OLYMPIC COLLEGE
ARE/ESL VOLUNTEER PROGRAM

Instructor Questionnaire

TO: _____

During the past year, you have had one or more volunteer classroom assistants working with you. We want to improve the effectiveness of the volunteer program. As you respond to the items below, please bear in mind that the purpose of the volunteer program is to increase your efficiency in student skills improvement.

1. How many volunteers have worked under your supervision in the last year?
(circle one)
1 2 3 4 5 6+
2. What was the average number of hours spent by each volunteer? (approximately)
☐ less than 50 ☐ 50-100 ☐ 100-200 ☐ 200 or more
3. What subjects did volunteers assist you with?
☐ reading ☐ writing/spelling ☐ math ☐ ESL ☐ Other _____
4. Several possible volunteer duties are listed below. For each duty, please consider whether the volunteers actually performed that duty, what percentage of time they spent on that duty, whether the service was useful, and if you feel volunteers need more training in performance of that duty. Consider all volunteers as a group:

percent of time spent	service was useful	more training needed	Duty
_____ %	yes no	yes no	tutoring individuals/groups in <u>reading</u>
_____ %	yes no	yes no	tutoring individuals/groups in <u>writing/spelling</u>
_____ %	yes no	yes no	tutoring individuals/groups in <u>mathematics</u>
_____ %	yes no	yes no	conducting English conversation practice (ESL)
_____ %	yes no	yes no	supervising problem solving, seat work, self-paced lessons
_____ %	yes no	yes no	assisting with assessment, placement, evaluation
_____ %	yes no	yes no	preparing instructional materials
_____ %	yes no	yes no	issuing & receiving materials & supplies
_____ %	yes no	yes no	planning/conducting special activities/field trips
_____ %	yes no	yes no	conducting supervised group instruction
_____ %	yes no	yes no	other _____

5. Do you wish to continue working with volunteers?

☐ yes ☐ no Why? _____

RETURN TO DIRECTOR OF ADULT, CONTINUING EDUCATION AND COMMUNITY SERVICES. THANK YOU.

VOLUNTEER QUESTIONNAIRE

1. How many hours per week (on the average) have you/did you work in class as a volunteer? (check only one).

- ☐ 0 - 2 1/2
☐ 3 - 5 1/2
☐ 6 or more (how many?): _____

2. Type of class with which you spent the most time? (check only one)

- ☐ adult basic reading (entry to elementary level)
☐ adult basic reading (elementary to junior high level)
☐ adult functional mathematics
☐ English as Second Language
☐ other (specify): _____

For the remaining items, check as many responses as apply.

3. What type of activities did you perform? (number boxes which apply using rank order: 1 = most time spent, 2 = lesser time spent, etc.)

- ☐ coaching/tutoring small groups & individuals
☐ supervising & aiding in seatwork & problem solving activities
☐ assisting with field trips & special activities
☐ practicing conversational/speaking skills with students
☐ assisting with student assessment, placement, testing activities
☐ assisting teacher with materials preparation
☐ arranging/conducting short sessions on special topics of own expertise
☐ other (specify): _____

4. What would make your volunteer service more effective or rewarding?

- ☐ more frequent administrative contact
☐ more information about college
☐ more information about teaching methods/adult student needs
☐ working with a greater variety of students or subject matter
☐ working with a greater variety of teachers
☐ less student contact
☐ more contact with other volunteers
☐ other (specify): _____

5. What have you liked/disliked most about the volunteer work:

Liked _____

Disliked _____

(OVER)

Answer number 6 only if you are no longer working as a volunteer.

6. Why did you stop working as a volunteer (we hope it's not something we did or didn't do, but want to know):

- ☐ dissatisfaction with the type of work
- ☐ dissatisfaction with the students personally
- ☐ dissatisfaction with student lack of progress
- ☐ dissatisfaction with teacher or staff at Olympic
- ☐ financial, health, or other personal "beyond control" reason
- ☐ conflict with times assigned
- ☐ generally tired of the extra work
- ☐ unable to effectively do this kind of work
- ☐ not enough training provided
- ☐ other (specify): _____

THANK YOU VERY MUCH. PLEASE PLACE THE COMPLETED QUESTIONNAIRE IN THE STAMPED, SELF ADDRESSED ENVELOPE PROVIDED AND DROP IT IN THE MAIL.

GET SOMEONE ELSE INVOLVED IN FIGHTING ILLITERACY. IF YOU HAVE AN ACQUAINTANCE WHO HAS EXPRESSED AN INTEREST IN VOLUNTEER WORK, PROVIDE A NAME/ADDRESS AND WE WILL FORWARD INFORMATION.

Name of acquaintance _____

Address/phone: _____

ORIENTATION EVALUATION SHEET. We want to know if we did this right or not.

Listed below are the major goals of this orientation. For each item place an X over the letter A, B, C, D, or E as follows:

- A If you know it well enough to teach others.
B If you know it well but couldn't explain it.
C If you have the general idea, don't remember it all, but know where to go/ask for the details.
D If you barely understand it, can almost-but-not-quite use it.
E If you don't understand it at all, can't do it at all.
1. I understand the nature of functional illiteracy, the difficulties faced by illiterate adults, and the difficulties they have in overcoming illiteracy.
A B C D E
2. I understand the basic organization and functions of Olympic College ABE/ESL programs.
A B C D E
3. I understands the needs, motivations, personal frustrations, and difficulties of adult learners in ABE/ESL classes.
A B C D E
4. If someone provides materials to use and directions or use, I can help students learn to read.
A B C D E
5. I understand basic volunteer classroom duties and ethics.
A B C D E
6. I know where to park, where to work, smoking, safety and other rules.
A B C D E